(*January to March, 1930,*
May to July, 1930, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(*Address:* THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: " *I am, I can, I ought, I will.* "

(He shall) " pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM II (A and B).

PUPILS' NAMES...

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Bible Lessons.

    The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Numbers*, chapters 13, 16, 20-22, 24 and *Deuteronomy*, chapters 16 and 31, inclusive. Teacher study Dr. Paterson Smyth's *Moses and the Exodus* (Sampson Low, 2/-), lessons xvii.-xxiv., inclusive, to bring the passage home to the children, adding comments if necessary.

    II. *St. Luke's Gospel*, chapters 8-16, inclusive.

    Optional: (*a*) *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). (*b*) S.P.C.K. *Bible Atlas* (1/-). (*c*) *Helps to the Study of the Bible* (Oxford Press, 3/6). Teacher will find useful (*d*) *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6), and (*e*) Peloubet's *Bible Dictionary* (R.T.S., 10/6).

    Sunday Reading (optional) :

A   *The Book of Saints and Heroes*, by A. Lang (Longmans, 5/-). ‡*The Book of the Long Trail*, by H. Newbolt (Longmans Green, 2/6), pp. 1-53. *The Book of other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 247-304. *Ben Hur*, by Lew Wallace (Ward Lock, 2/6).

B   *Theras : the Story of an Athenian Boy*, by C. D. Snedeker (Dent, 1/4). ‡*Legends of the Sun and Moon*, by M. Procter (Harrap, 1/3), pp. 79-179.

A & B *An Eskimo Village*, by S. K. Hutton (S.P.C.K., 2/6), (Missionary story.)

    † The 116th term of work set since the Parents' Union School began.

    ‡ Books marked thus come to an end this term.

Sunday occupations :

A *The Book of Centuries*, see under General History. Choose and inscribe mottoes and texts, using Bridges, cards 1, 2, 3.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1930). For hymns : *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools : Jubilee Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings ; for use in Opening School* (S.C.M., 3/-).

Writing.

A & B *A New Handwriting** (is not script ; very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card) ; teacher to study instructions (6d.) : practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *Coriolanus*, or from Poetry Books set. Two perfectly written lines every day.

Dictation.

A & B Two pages at a time to be prepared carefully ; words not known to be visualized (see *Home Education*, pp. 240-243) ; then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (also written or oral narration daily after each lesson, see leaflet H)

A (*a*) Stories, (*b*) verses, in the metres of poems read, from work set in History and Reading.

B Stories from the term's reading. Children in B who cannot write easily may narrate part.

English Grammar (see N.B. 4.)

Parse and point out Subjects, Verbs, Objects, every week, making progress each term.

A *A New Junior English Grammar,** by R. B. Morgan (Murray, 2/-), pp. 113-139, [with additional exercises from *Exercises in English Grammar,** by R. B. Morgan (Murray, 1/9)]. Or, *The Parts of Speech and Their Uses*, by H. W. Household (Macmillan, 1/9), pp. 27-39.

B *First Grammar Lessons,** by C. M. Mason (Dent, 1/6), Part III., Lesson 7, to Part IV., Lesson 5, inclusive.

English History.

A *A History of England,** by Cyril E. Robinson, Vol. I. (Methuen, 3/6), pp. 1-68 (55 B.C. to A.D. 1066) ; or, *A History of England,** by H. O. Arnold-Forster (Cassell, 8/6), chapters 1-6 inclusive (55 B.C. to A.D. 901).

B Marten and Carter's *From Then Till Now*, Vol. I.* (Blackwell, 2/-, or complete, 10/6), chapters 12-33, inclusive (55 B.C. to A.D. 1066).

A & B Teacher will find useful Quennell's *Everyday Life in Roman Britain* (Batsford, 5/-). Make summaries of

events and dates, and, in II.A, a History chart (see *P.R.* reprint, 3d.).

Take the *Home and Classroom* section of *The Times*: order direct from *The Times* Office (6/- a year).

General History.

A *A First History of France,** by L. Creighton (Longmans, 5/-), pp. 1-29 (55 B.C. to A.D. 987). *Man Before History*, by Mary Boyle (Harrap, 2/-), pp. 1-32 ; 38-52.

Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6 : see new illustrated leaflet, by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums : *Ancient Egypt,** by D. A. Mackenzie (Blackie, 1/3), pp. 42-80, for reference.

B Marten and Carter's *From Then Till Now*, Vol. I.* ~~(Methuen, 3/6)~~, pp. 1-68.   *Blackwell 2/*

Citizenship.

A North's *Plutarch's Lives : Alexander** (Blackie, 10d.), pp. 65-120 (second-half). *The Citizen Reader,** by H. O. Arnold-Forster (Cassell, 2/6), 1926 edition, chapters 4-7 (inclusive).

B *Stories from the History of Rome,** by Mrs. Beesly (Macmillan, 2/6), pp. 62-129.

Geography.

"Ambleside" map questions to be answered from map *before each lesson* ; then reading and narration ; memory sketch maps. All Geography to be studied with atlas. Philips' *Modern School Atlas of Physical, Political and Commercial Geography** (7/6) : ten minutes' exercise on map of the world every week ; know something about foreign places noticed in the current newspapers (see under History).

A & B *The Counties of England, Ambleside Geography* Book III.* (Kegan Paul, 4/-), pp. 83-122, with Philips' supplementary maps : Gloucestershire, Shropshire, Monmouthshire and Staffordshire (4d. each), *or*, overseas, *Asia*, by N. B. Allen (Ginn, 4/6), pp. 364-433.

*Round the Empire,** by Sir George Parkin (Cassell, 2/6), pp. 65-97, with careful map study.

A Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp. 191-232, *or, Our Sea Power,** by H. W. Household (Macmillan, 2/-), pp. 52-73.

Natural History,[1] etc.

A *Life and Her Children,** by Arabella Buckley (Macmillan, 6/-), pp. ~~167-200.~~ 201-232

B Kingsley's *Madam How and Lady Why** (Dent, 2/-), chapters 7 and 8 (or take A work).

Children should make experiments where possible.

[1] Overseas members see special leaflet.

A & B *The Sciences,** by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 185-224. *Easy Experiments in Science,* by H. McKay (Oxford Press, 1/6), may be used. Or, (2nd year in II.A only), *The Chemical History of a Candle,** by Michael Faraday (Dent, 1/-), pp. 64-104. Keep a Nature Note-book (P.N.E.U. Office, 5d.; see *Home Education,* pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, *e.g.*, *Nature Tracking,* I. and II. (S.N.S.U. leaflets, Nos. 15 and 16, 2½d. each). *Countryside Rambles,* by W. S. Furneaux (Philips, 2/6), may be used.

Picture Study.

A & B Reproductions* of six pictures by Filippino Lippi (P.N.E.U. Office, 2/-). See notes *for teachers' use only* in the January *Parents' Review,* also *Home Education,* pp. 307-311.

French 2 (see N.B. 4).

A & B *French for Young Beginners,** by Marc Ceppi (Bell, 2/-), lessons 17-24, inclusive, with pp. 119-121; or, more advanced: *Nouveaux Pas en Français,** by M. Chapuzet and W. Daniels (Harrap, 2/6), Lessons 22-28. Optional (A) (for narration), *Aventures de L'Anon Baudinet* (Hachette, 10d.). *Recueil de Poèmes,** Vol. I., by J. Molmy (Blackie, 6d.).

Latin (see N.B. 4).

A *A Latin Book for Beginners : A Preparation for the Reading of Latin Literature,** by M. C. Gardner, M.A. (Oxford Press, 3/-), Part I., §§ 1-21 *or,* continue.

Arithmetic (see N.B. 3).

Much care with tables and rapid oral work.

A & B Dr. Ballard's *Fundamental Arithmetic,* Pupils' Book II.* (University of London Press, 10d.), pp. 1-16. [N.B.—It is essential also to follow directions carefully in *Teacher's Book II.* (2/-).] For rapid mental work use also *Arithmetical Dictation,* by Alfred Wisdom, B.A., B.Sc., Book II. (U.L.P., 1/-), Exs. 61-75; or, coninue Bompas Smith's *A New Junior Arithmetic** (Methuen, 2/6), A, pp. 85-96, 52, 53; B, pp. 1-33. Important : to be read in leisure time: *Number Stories of Long Ago,* by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic,* by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

¹ Overseas members see special leaflet.
² Schools may substitute the national language.

Geometry or Algebra (2nd year in II.A). (See N.B. 4.)

A (a) *A Shorter School Geometry,** by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-13; or, (b) *Commonsense Algebra for Juniors,** by F. Potter and J. Rogers (Pitman, with answers, 2/3), pp. 1-12. *The School Set of Mathematical Instruments* (P.N.E.U, Office, 1/- or 2/-).

Drawing.

Teacher should consult : *Drawing, Design and Craftwork,* by F. J. Glass (Batsford, 12/-). Twigs and leaf buds in brush-drawing. Studies of chairs and tables, and objects with wheels. Original brushdrawings from scenes in books set for reading. Illustrate a ballad (see Recitations). Memory drawings. Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6) : work should be done with brush and in colour ; *pencil should not be much used.* Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from *Numbers, e.g.,* chapter 22, and from *St. Luke, e.g.,* chapter 15, (b) Psalm 34, (c) a hymn, and (d) one of the following :— a scene from Shakespeare's *Coriolanus* ; a ballad from *Historical Lyrics and Ballads,* Book I.* (Blackie, 1/-); thirty lines from *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualized every day.

Shakespeare's *Coriolanus** (Blackie; Plaintext Edition, 6d.). *Puck of Pook's Hill,* by Rudyard Kipling (Macmillan, 4/-).

A Malory's *The Coming of Arthur** (Blackie, 10d.). Bulfinch's *Age of Fable** (Dent, 2/-), pp. 216-248, or, Teacher read from *The Mabinogion* (Dent, 2/-). *Edwy the Fair,* by A. D. Crake (Longmans, 3/6).

B *The Song of Beowulf** (Dent, 1/4). *The Little Duke,* by Charlotte M. Yonge (Macmillan, 2/6). *The Heroes of Asgard,** by A. & E. Keary (Macmillan, 3/6), pp. 263-313.

Music.

(a) Continue *Child Pianist* (Curwen & Son) ; teacher using the *Teacher's Guide* (revised edition, 7/6) ; or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with *An Introduction to Music,* by H. E. Piggott (Dent, 3/6), for teacher's own study.

Musical Appreciation.

The work of Beethoven : see (a) article and (b) *Our Work* in January *P.R.*

For reference, *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6).

Singing.

The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.). Three French songs: *Folk-Songs of France*, Book 1 (Novello, 2/-). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 5-10 (Curwen & Son, 2/6): *Exercises for Pupils* (9d. a set). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 12-19 (Curwen, 3/-).

Drill.

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *A Hundred Singing Games*, edited by Frank Kidson (Bayley & Ferguson, 3/-). *Scandinavian Dances*, Series II. (Ling Association, 11d.). *The English Country Dance, Graded Series*, by Cecil Sharp. Vols. I.-III. (Novello, 3/6 each): description and Tunes of 6 dances in each volume. Ex-Students take House of Education Drills. *Recreational Games*, by E. N. Herbert (Philip, 3/-). Netball ; or Longball (*Rules*, Bourne & Co., 2d.).

Work.

Teacher should consult : *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Help in house or garden. *Gardening for Children*, by J. Gwynn (Harrap, 2/6). Sloyd : *Simple Crafts*, by N. A. Poole (University of London Press, 2/6): cardboard modelling : make four models (Materials from Philip & Tacey Ltd., 69, High Street, Fulham, London, S.W. 6.): Ambleside students take House of Education Models. Make a school overall (Dryad Leaflet, No. 68, 6d.). Make a rug. See *The Country Woman's Rug Book*, by Ann Macbeth (Dryad, 2/6). *Simple Stitch Patterns for Embroidery*, by Anne Brandon-Jones (Batsford, 2/6). Help to make *The Happy Little House (Die Vrolike Huisje)*, by M. W. Spilhaus (Blackwell, 2/-). Boys and girls mend clothes from the wash each week : *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Help the "Save the Children Fund," address : 26 Gordon Street, London, W.C.1. Teachers will find valuable suggestions for the teaching of Drawing and all Handicrafts in the following :—*Applied Art*, by Pedro Lemos (Batsford, 28/-). It is not advisable that stereotyped courses should be followed.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age ; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—In home schoolrooms where there are children in A as well as in B both Forms may work together, doing the work of A or B as they are able, except in Citizenship, but more work must be expected from A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H.)

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must go on from where they left off, but they will be handicapped in the future unless they can do the work set for the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—*The current Programmes are for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. See special list.

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form ; orders should be sent as early as possible.

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Motto: "*I am, I can, I ought, I will.*"

FORM II., (A. & B).

PUPILS' NAMES ....

....

Bible Lessons.

I. A & B 1. Tell the story of the occasion when one of the following quotations was used,— (*a*), " Wherefore have ye made us to come up out of Egypt?" (*b*), " Let us pass through thy country." (*c*), " Come now, curse me this people." (*d*), " There shall come a star out of Jacob."

    2. And Moses said,—" I am an hundred and twenty years years old this day." Describe what happened on " this day."

A   3. Show how Balaam tried to change God's will. What lessons may we learn from the story?

II. A & B. 1. Tell the whole story of the occasion when one of these quotations was used : (*a*), " He arose and rebuked the wind." (*b*), " Give ye them to eat." (*c*), " Master, it is good for us to he here." (*d*), " What shall I do to inherit eternal life ?"

    2. Our Lord told His disciples a parable about (*a*), a wedding; (*b*), a great supper; (*c*), building a tower. Tell one of them. What lessons may we learn from it ?

A   3. What directions did our Lord give (*a*), to His twelve disciples, (*b*), to the seventy, when He sent them forth ?

(*N.B.—Passages learned under Recitations should not be given.*)

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

A   Bulfinch's *Age of Fable*, page 9 (chapter 1), "The Dawn . . . the East."

B   *First Lessons in English Grammar*, page 112, No. 10.

Composition.

A & B 1. Write, in verse or prose, about one of the following,— (a), King Arthur, (b), Ulysses, (c), Skirnir, (d), the work of water.

    2. Give a scene you have enjoyed from *Coriolanus*,

or, 2. Write about one of the following,—(a), "And that is the Wall" (said Parnesius); (b), "of how King Arthur was chosen king, and of wonders and marvels of a sword"; (c), how Hrothgar's queen greeted the warriors in the great mead-hall.

English Grammar.

A   1. Analyse, parsing the words in italics,— "A huge grey horse, *whose* tail-hairs *crinkled* the glassy water, *was drinking in* the pool, and the ripples *about* his muzzle flashed like *melted* gold."

    2. What is (a), a simple sentence, (b), a double (or compound) sentence, (c), a complex sentence? Give examples of each.

    3. Give in sentences the comparative and superlative of,— far, quickly, well, lovely, merry.

or, 2. (Household.) What is the work of (a), prepositions, (b), conjunctions? Give five examples of each.

    3. Give three examples each of (a), adjectival, (b), adverbial phrases.

B   1. Pick out subjects, predicates and objects in (A 1), "A huge . . . pool," and say what part of speech each word is from "and . . . gold."

    2. Make four sentences each containing a different "describing adverb." Underline the adverbs.

    3. What work does a pronoun do in a sentence? Make up four sentences about the holidays, using pronouns; underline the pronouns.

English History. (State book used.)

A   1. Give some account of the people that the Romans found in Britain.

    2. What do you know (or what have you seen) of the traces that may still be found of the work of the Romans in Britain?

    3. How did Alfred save Britain from being conquered by the Danes?

or, 3. What is known about the early days of King Alfred?

B   1. What do you know of Julius Cæsar and one of his visits to Britain?

    2. What do you know about one of the following,—(a), Silchester, (b), Haroun-al-Raschid, (c), Charles the Great?

General History.

A   1. Write what you can about two of the following,—(a), Vercingetorix, (b), St. Martin of Tours, (c), Attila, (d), Clovis?

    2. What do you know about some of the secrets our earth has been keeping about (a), man's earliest ancestors, (b), the animals of ancient days?

B   1. Tell what you know about (a), Hammurabi, King of Babylon, *or*, (b), Archimedes.

Citizenship.

A   1. Describe the campaign of King Porus against Alexander and the result.

    2. (a), "If I alone drink, all these men will faint." (b), "What a coward am I that I never learned to swim." Tell the story about Alexander in connection with (a) or (b).

    3. What work is done by (a), the Home Office, (b), the Colonial Office?

B   1. Tell the story of (a), how Consul Quintius called the people together and spoke to them, *or*, (b), Camillus and the schoolmaster of Falerii.

Geography.

A   1. Draw a rough map of Gloucestershire, putting in its boundaries, physical features and towns. Describe, (a), things seen in the Bristol Channel, *or*, (b), the Cotswold Hills,

or, (Overseas.) 1. Draw a rough sketch map of Japan, putting in its boundaries and chief towns. Describe a visit to a Japanese home.

    2. Where would you find the following,—Labrador, Bermuda, the Bahamas, Barbados, Jamaica, Trinidad? Give a short account of Jamaica.

    3. Describe (a), the voyage of "The Delight" to the Straits of Magellan, *or*, (b), how Holland lost her sea power.

B   1. (See A 1.)

    2. Where is Newfoundland? What do you know about its fisheries and its forests?

Natural History.

A   1. Describe the structure of the grasshopper. Drawings.

    2. Describe some ways in which the "everlasting hills" are gradually changing shape. Mention any work done by water that you have noticed yourself.

or, (2nd year in II. A only.)

    2. Describe an experiment to show how hydrogen is prepared.

3. (a), What "nature-tracking" have you done this term?
or, (b), write some "nature notes" on anything you have seen out-of-doors.

B 1. What do you know of the life-history of the dragon-fly?

B 1. What do you know of the life-history of the dragon-fly?
or, 1. Describe a limestone cave, saying how it is made.
2. How are icebergs formed? Draw one and tell all you know about it. What have you noticed yourself about ice this winter?
3. (See A 1.)

Picture Study.

A & B Describe, *from memory*, "The Vision of St. Bernard," by Filippino Lippi.

N.B.—Another of the set pictures by Filippino Lippi may be taken if this was not studied.

French.

A & B (Ceppi.) (B dictate.).
1. Describe in French, "Un Incendie."
2. Make questions with the following verbs, using as many different tenses as you can,—*nager, avaler, pouvoir, s'appeler, partir.*
or, A (Chapuzet.) 1. Write, in French, a description of a village fête.
2. Use in sentences, *faire* (future tense), *avoir* (past historic), *retirer* (present participle), *lancer* (imperfect), *employer* (present), using also as many different pronouns as you can.

Latin.

1. Decline, giving meanings, the singular of "casa" and the plural of "rostrum."
2. Translate (a), The sailors hear the words of the parrots. (b), The boy comes to the cottage and gives food to the monkey.
3. (a), Translate § 15 *b*, from "In silvis" to "ficos edunt." (b), Read the Latin of (a) again, then write a narration in Latin.

Arithmetic.

A 1. Subtract the sum of 897 and 3212 from 10,070.
2. (Ballard.) Find the price of 7 railway tickets each costing £2 : 17 : 9½.
3. Divide 527829 by 29.
or, 2, (Bompas Smith.) If a bicycle wheel turns an exact number of times in going 114 feet and also in going 153 feet, find how many feet it is round.
3. Find the L.C.M. of 4, 7, 12, 16, 21.
B 1. Subtract the sum of 273 and 546 from 942.
2. There are 1760 yards in a mile. How many yards are there in 356 miles?
3. £9 : 17 : 4 was divided among 8 people. How much did each get?

Geometry.

A 1. Describe in words and make figures to illustrate the following,—a diameter, a radius, a chord, an acute angle, adjacent angles.
2. Make a diagram of a clock face. Through how many degrees does the hour hand move between 1 o'clock and 6 o'clock?

or Algebra.

A 1. (a), Tom had 55 marbles. He gave 20 to James and got 30 from John. How many had he then? (b), Tom had x marbles. He gave y to James and got z from John. How many had he then?
2. (a), A box weighs 10 lb. It contains 4 parcels each weighing 2 lb. Find the weight of box and parcels together. (b), A box weighs a lbs. It contains b parcels each weighing c lb. Find the weight of box and parcels together.

Drawing (with brush and in colour).

1. An original illustration (with a title) for a scene from (a), *Coriolanus*, or, (b), one of the other books set for reading.
2. A twig with leaf-buds, or, a wheelbarrow.

Music Appreciation.

What music by Beethoven have you heard this term? Say what you can about one of his compositions.

Recitations *

Father to choose a hymn, a poem, or a scene from *Coriolanus, or,* a ballad, and two passages from the Bible Lessons.

Reading. *

Father to choose unseen passage.

Music *

Examine in work done and report progress.

Singing. *

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill. *

Drill, before parents.

Work. *

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report.*

N.B. 1.—Examination to begin on Monday, March 31st. Papers to be posted on Saturday, April 5th, *with no other enclosure.* Schools may send in papers up to 21st.

N.B. 2.—Subjects thus indicated (✱) to be marked on the *Parents' or Teacher's Report* according to Regulations. and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (*a*) the amount of written work expected in Form II.B, *i.e., one* answer in each subject. (*b*) the Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.